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ABSTRACT

The prevocational skills checklist is designed to be used as a continuous recordkeeping instrument on a severely handicapped student. Objectives of the checklist are to identify student competency level in prevocational skills; to identify areas where the student is lacking in basic vocational competencies; to provide educators with a competency list for prevocational curriculum development; and to provide a reference to prevocational skills needed for day care, work activities, sheltered workshops, and transitional community employment. Section I lists competencies to be checked and recorded for developing a student profile. Items cover competencies in the following skill areas: cognitive-functional math, vocational-fine motor, personal and safety, career awareness, vocational gross motor, cognitive-visual discrimination, cognitive-auditory discrimination, cognitive-tactile discrimination, cognitive-directional skills, cognitive-copying skills, vocational-social and emotional, and vocational-gross motor. A second section lists competencies relevant for prevocational and vocational training classes for secondary level severely handicapped students. Covered are skills needed for day care center, work activity center, and sheltered workshop placements. Student learning profile sheets are included at the end of each of the subsections in the document. (SB)

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# PREVOCATIONAL SKILLS CHECKLIST

## *for Severely Handicapped*

*written by:* *Patricia L. Barrett*
*Alan Schwerdt*
*Career/Vocational Education*

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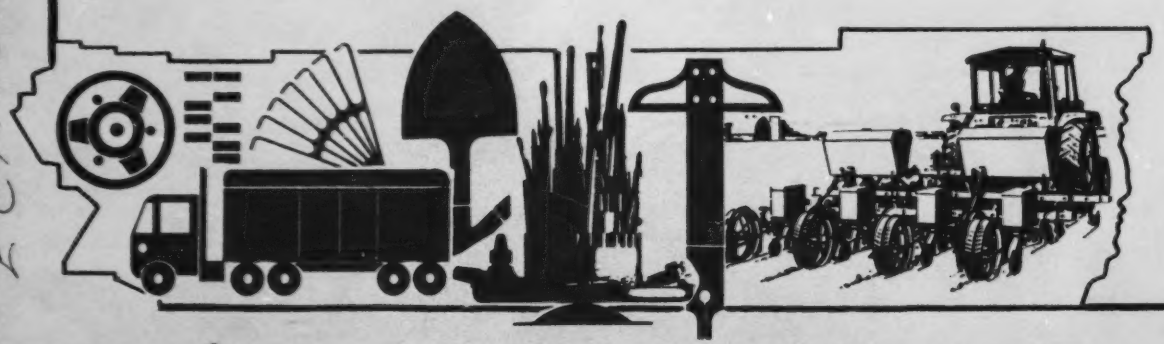

STUDENT PROFILE

Name _____

Program _____

DOB _____

Second Edition 1981

# PREVOCATIONAL SKILLS CHECKLIST FOR SEVERELY HANDICAPPED

*by Patricia L. Barrett and Alan Schwerdt*

distributed by:

OFFICE OF THE RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

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*FREEMONT HOBERT, Coordinator, Career/Vocational Education*

October 1981

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Pat Barrett, Resource Teacher

Al Schwerdt, Resource Teacher

| Name | Title |
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| *Donna Abramson* | *Teacher, Deaf/Blind* |
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| *Leti C. Guiterrez* | *Teacher, Severely Handicapped* |
| *Nancy Kneisley* | *Teacher, SH - S.E.D.* |

# PREVOCATIONAL SKILLS CHECKLIST

## OBJECTIVES OF THE PREVOCATIONAL SKILLS CHECKLIST

- To identify student competency level in prevocational skills.
- To identify areas where student is lacking in basic vocational competencies.
- To provide educators with a competency list for prevocational curriculum development.
- To provide a record keeping instrument for individual students.
- To provide a reference as to prevocational skills needed for Day Care, Work Activities, Sheltered Workshop, and Transitional Community Employment.

## PREVOCATIONAL SKILLS CHECKLIST

The prevocational skills checklist is designed to be used as a continuous record keeping instrument on a student. It is intended that the checklist be used by all teachers at all levels who work with a particular student, and should be kept in the student's file as he or she progresses to a different educational level. Teachers are encouraged to keep a running account of the student's progress while enrolled in Riverside County Special Schools and Services.

The checklist will also serve as a guideline for identifying competencies needed in career and prevocational education and will assist the teacher in writing IEPs for the students. It may also serve as a screening device for identifying groups of students with similar strengths and/or deficiencies and will help in planning group activities in prevocational curriculum.

With secondary students, the checklist can be used in conjunction with the student's vocational assessment as measured by either the McCarron Dial System, Valpar Component Work Sample System, Micro-Tower System, or combination assessment systems build on various worker trait measurement instruments such as the Purdue Pegboard, Minnesota Rate of Manipulation, the Pennsylvania Bi-manual Work Sample, Crawford Small Parts Dexterity, and Bennett Hand Tool Dexterity Test, Minnesota Spatial Relations Test, etc. Placement can also be made by reviewing the student's acquired skills through classroom observation of behaviors.

The checklist has been assembled as to the sequential sophistication of skill development which will enable the teacher to locate the level of development of the student. The levels of placement within the community are: Day Care, Work Activities, Sheltered Employment, and Transitional Community Employment.

## DESCRIPTION OF VOCATIONAL PROGRAMMING LEVELS

DAY CARE - Community facilities are generally designed to provide services to the profoundly mentally handicapped and multihandicapped individuals. Generally, the basic curriculum centers around the development of self-help skills. It is the goal of Day Care programs to enhance the client's functioning independence to maximum potential.

WORK ACTIVITIES CENTERS - These are generally designed to provide services to the severely mentally handicapped and physically handicapped population. The basic curriculum emphasizes arts and crafts, simple sorting and assembly projects contracted from industry. Goals of the Work Activities Centers provide basic skill development and maximum independence.

SHELTERED WORKSHOPS - These are generally designed to provide services to the moderately handicapped population. The curriculum emphasizes a variety of service, assembly, sorting, and manufacturing jobs on a permanent or terminal basis. The goals of the sheltered workshop are to provide a transitional placement program between full-time sheltered employment and community placement.

TRANSITIONAL COMMUNITY EMPLOYMENT - It is designed for the mildly mentally handicapped and physically handicapped population. The curriculum involves basic on-the-job training experiences within the local community. The goal of Transitional Community Employment is to place the client in successful competitive employment.

## DIRECTIONS FOR DEVELOPING A STUDENT PROFILE

1. Teachers using the checklist for the first time on a student should check all the areas a student appears competent in, and sign and date the record sheet in the appropriate spaces.

   (Example: : Sandy, age 13, brushes her teeth daily and dresses appropriately for school. Check these Personal Skills under age 13 - 14, sign and date on that line.)

   Only check the age you are assessing, not all the previous ages!

2. The teacher then identifies the skills to be worked on with that student at the present time. These can be used as objectives on the student's IEP under Vocational Skills.

3. As the student masters the checked skill, the line is signed and dated. (Reminder: do not check the previous ages as this will provide a record of progress and give an indication of length of time it takes a particular student to learn a skill.)

4. In the course of the year, the student may gain competencies not specifically checked. As you observe the mastery of these competencies, check in the appropriate box and sign and date.

5. Should remission occur in a competency area, use a different color pen or a different marking than previously used in the square and check the area you are re-teaching. Make a note under observational comments for record of this remission.

6. Comments under observational comments should be the length of time it takes to learn a task, or any relevant information about learning modalities of that student that would be useful to future teachers and/or employers.

7. A "Mode of Learning" profile will be found on that last page of every section. This provides a record of how the student learns new skills. At the completion of each school year, teachers are asked to check the appropriate learning style for the student.

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| match one item to one picture | | | | | | | | | | | | | |
| match items to corresponding numbers up to 5 | | | | | | | | | | | | | |
| place one object in each square on counting board | | | | | | | | | | | | | |
| complete a 3 piece puzzle | | | | | | | | | | | | | |
| complete 6 to 10 piece puzzle | | | | | | | | | | | | | |
| complete a 25 piece puzzle | | | | | | | | | | | | | |
| rote count to 5 | | | | | | | | | | | | | |
| rote count to 10 | | | | | | | | | | | | | |
| rote count to 25 | | | | | | | | | | | | | |
| rote count to 100 | | | | | | | | | | | | | |
| count objects correctly to 5 on request | | | | | | | | | | | | | |
| count objects correctly to 10 on request | | | | | | | | | | | | | |
| count objects correctly to 25 on request | | | | | | | | | | | | | |
| count objects correctly to 100 on request | | | | | | | | | | | | | |
| place numerals in order (1 - 10) | | | | | | | | | | | | | |
| write numerals 1 - 10 on request | | | | | | | | | | | | | |
| verbalize age | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

**SKILL:** COGNITIVE - FUNCTIONAL MATH

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| verbalize birthdate by day, month, year | | | | | | | | | | | | | |
| verbalize phone number | | | | | | | | | | | | | |
| verbalize address | | | | | | | | | | | | | |
| tell time to the hour | | | | | | | | | | | | | |
| tell time to the half hour | | | | | | | | | | | | | |
| tell time to the minute | | | | | | | | | | | | | |
| demonstrate concept of morning, afternoon, evening | | | | | | | | | | | | | |
| demonstrate concept of time for breaks (lunch, recess, going home) | | | | | | | | | | | | | |
| verbalize names of days of the week by rote | | | | | | | | | | | | | |
| tell what day of the week today is | | | | | | | | | | | | | |
| tell what month it is | | | | | | | | | | | | | |
| find date on calendar | | | | | | | | | | | | | |
| tell names of months of the year in order by rote | | | | | | | | | | | | | |
| master today's date | | | | | | | | | | | | | |
| demonstrate knowledge of more or less | | | | | | | | | | | | | |
| add 2 one digit numbers to 18 | | | | | | | | | | | | | |
| subtract simple equations | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** COGNITIVE - FUNCTIONAL MATH

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| recognize coins | | | | | | | | | | | | | |
| point to coins on request (penny, nickle, dime, quarter) | | | | | | | | | | | | | |
| name coins on request | | | | | | | | | | | | | |
| know value of coins | | | | | | | | | | | | | |
| demonstrate purpose of money | | | | | | | | | | | | | |
| demonstrate concept of money | | | | | | | | | | | | | |
| point to paper currency on request | | | | | | | | | | | | | |
| name paper currency on request | | | | | | | | | | | | | |
| make mock purchase using coins | | | | | | | | | | | | | |
| make mock purchases using a dollar | | | | | | | | | | | | | |
| make simple change up to a dollar | | | | | | | | | | | | | |
| recognize value of paper currency up to $20.00 | | | | | | | | | | | | | |
| make simple purchases at the store | | | | | | | | | | | | | |
| demonstrate basic concept of banks | | | | | | | | | | | | | |
| open own savings account | | | | | | | | | | | | | |
| demonstrate concept of signature | | | | | | | | | | | | | |
| demonstrate use of signature | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

**SKILL:** COGNITIVE - FUNCTIONAL MATH

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 - 10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| endorse mock checks using signature | | | | | | | | | | | | | |
| apply for social security card | | | | | | | | | | | | | |
| identify numbers on common equipment (oven temperature) | | | | | | | | | | | | | |
| use numbers on appliances and equipment | | | | | | | | | | | | | |
| identify on/off switches on equipment | | | | | | | | | | | | | |
| demonstrate ability to turn equipment on/off | | | | | | | | | | | | | |
| use ruler to measure objects | | | | | | | | | | | | | |
| use measuring cups and spoons in cooking | | | | | | | | | | | | | |
| use scale to measure weight | | | | | | | | | | | | | |
| read thermometer to tell temperature | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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**SKILL:** COGNITIVE - FUNCTIONAL MATH

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| identify categories of sounds (animal sounds, car, etc.) | | | | | | | | | | | | | |
| follow a one command direction (shut the door) | | | | | | | | | | | | | |
| follow a two command direction (go to the desk, pick up a pencil) | | | | | | | | | | | | | |
| follow a three command direction | | | | | | | | | | | | | |
| follow teacher's directions in class projects | | | | | | | | | | | | | |
| ask for help if he/she doesn't understand | | | | | | | | | | | | | |
| locate direction of sound (far, near, up, down) | | | | | | | | | | | | | |
| demonstrate if sound is loud or soft | | | | | | | | | | | | | |
| demonstrate if sound is high or low | | | | | | | | | | | | | |
| repeat sounds made by others | | | | | | | | | | | | | |
| choose from group of sounds the one previously presented | | | | | | | | | | | | | |
| repeat tapped rhythm | | | | | | | | | | | | | |
| repeat lists of words given by teacher (up to 4 words) | | | | | | | | | | | | | |
| repeat story teacher just told | | | | | | | | | | | | | |
| identify what object does not belong in list of words of the same category | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

**SKILL:** COGNITIVE - AUDITORY DISCRIMINATION

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| cross midline with eyes | | | | | | | | | | | | | |
| cross midline with hands | | | | | | | | | | | | | |
| pick up object from table/floor | | | | | | | | | | | | | |
| voluntarily release object | | | | | | | | | | | | | |
| put ring on peg | | | | | | | | | | | | | |
| string 1 bead on lace | | | | | | | | | | | | | |
| string 5 beads on lace | | | | | | | | | | | | | |
| transfer block from one hand to another | | | | | | | | | | | | | |
| slide beads on rod | | | | | | | | | | | | | |
| place 3 pegs in pegboard | | | | | | | | | | | | | |
| use thumb-finger grasp to pick up objects | | | | | | | | | | | | | |
| scribble using pencil | | | | | | | | | | | | | |
| draw vertical line | | | | | | | | | | | | | |
| draw horizontal line | | | | | | | | | | | | | |
| use bilateral (2 hand) reach to pick up glass | | | | | | | | | | | | | |
| use scissors grasp (thumb, 2 fingers) | | | | | | | | | | | | | |
| stack 3 cubes | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL-FINE MOTOR

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| move hands up and down without moving arm | | | | | | | | | | | | | |
| turn hands over to expose palms 5 times in a row | | | | | | | | | | | | | |
| place shapes correctly into sorting box | | | | | | | | | | | | | |
| stack 8 cubes to make tower | | | | | | | | | | | | | |
| copy shapes (circle, square) | | | | | | | | | | | | | |
| copy cross pattern (x) | | | | | | | | | | | | | |
| draw a person (3 parts) | | | | | | | | | | | | | |
| put 3 piece puzzle together | | | | | | | | | | | | | |
| paste circle to paper | | | | | | | | | | | | | |
| color within lines of circle | | | | | | | | | | | | | |
| cut lines with scissors | | | | | | | | | | | | | |
| turn nut on bolt (½ inch nut and bolt) | | | | | | | | | | | | | |
| turn nut on bolt (¼ inch nut and bolt) | | | | | | | | | | | | | |
| touch body parts on demand | | | | | | | | | | | | | |
| touch finger to nose with arms extended | | | | | | | | | | | | | |
| fill container with small objects | | | | | | | | | | | | | |
| fill container to line with small objects | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL-FINE MOTOR

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| copy name | | | | | | | | | | | | | |
| write name | | | | | | | | | | | | | |
| touch 2 body parts at same time | | | | | | | | | | | | | |
| cut along 8" line within ½" of line using scissors. | | | | | | | | | | | | | |
| cut along curved line using scissors | | | | | | | | | | | | | |
| cut out 3 inch circle using scissors | | | | | | | | | | | | | |
| cut out and paste simple shapes | | | | | | | | | | | | | |
| draw simple pictures | | | | | | | | | | | | | |
| touch thumb to each finger on same hand | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL-FINE MOTOR

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| wait patiently for others to finish tasks | | | | | | | | | | | | | |
| share toys/tools when appropriate | | | | | | | | | | | | | |
| ask for help when needed | | | | | | | | | | | | | |
| work as a member of a group | | | | | | | | | | | | | |
| change actions when mannerism disrupts others | | | | | | | | | | | | | |
| respect property of others | | | | | | | | | | | | | |
| arrive on time for scheduled activities | | | | | | | | | | | | | |
| assist teacher without being asked | | | | | | | | | | | | | |
| indicate when task is completed | | | | | | | | | | | | | |
| follow directions given by teacher | | | | | | | | | | | | | |
| accept correction when wrong | | | | | | | | | | | | | |
| demonstrate self control of emotions | | | | | | | | | | | | | |
| demonstrate desire to work | | | | | | | | | | | | | |
| carry out classroom assignments (i.e. calendar, lunch tickets) | | | | | | | | | | | | | |
| not disrupt other workers or students | | | | | | | | | | | | | |
| switch from one task to another easily when requested | | | | | | | | | | | | | |
| work continuously on one task for 15 minutes | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| work continuously on one task for 30 minutes | | | | | | | | | | | | | |
| work continuously on one task for 45 minutes | | | | | | | | | | | | | |
| continue work when others enter room | | | | | | | | | | | | | |
| return homework to school 4 out of 5 times | | | | | | | | | | | | | |
| work for social approval | | | | | | | | | | | | | |
| work for sense of accomplishment | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL - SOCIAL & EMOTIONAL

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| dress appropriate for school/work | | | | | | | | | | | | | |
| brush teeth daily | | | | | | | | | | | | | |
| maintain clean hair/body/nails | | | | | | | | | | | | | |
| request permission to go to the bathroom | | | | | | | | | | | | | |
| demonstrate satisfactory toileting skills for school/work | | | | | | | | | | | | | |
| wash hands before leaving bathroom | | | | | | | | | | | | | |
| adjust clothing before leaving bathroom | | | | | | | | | | | | | |
| ask for location of bathroom in unfamiliar setting | | | | | | | | | | | | | |
| dress/undress only in private | | | | | | | | | | | | | |
| respect privacy of others | | | | | | | | | | | | | |
| demonstrate knowledge of bodily functions | | | | | | | | | | | | | |
| identify sex differences between male and female | | | | | | | | | | | | | |
| use personal hygiene products correctly | | | | | | | | | | | | | |
| not fondle parts of his/her body in public | | | | | | | | | | | | | |
| practice socially acceptable behavior with both sexes | | | | | | | | | | | | | |
| use hand shake, not touching, when meeting people | | | | | | | | | | | | | |
| blow nose independently when necessary | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| identifies junk food | | | | | | | | | | | | | |
| understands importance of proper nutrition | | | | | | | | | | | | | |
| use proper utensils for eating | | | | | | | | | | | | | |
| use napkins properly | | | | | | | | | | | | | |
| demonstrate acceptable eating habits | | | | | | | | | | | | | |
| pass food to others at table | | | | | | | | | | | | | |
| clean self after eating | | | | | | | | | | | | | |
| drink from water fountain using foot pedal | | | | | | | | | | | | | |
| drink from water fountain using hand knob | | | | | | | | | | | | | |
| remain seated in car or bus | | | | | | | | | | | | | |
| not make loud noises when traveling | | | | | | | | | | | | | |
| fasten seat belt | | | | | | | | | | | | | |
| unfasten seat belt | | | | | | | | | | | | | |
| lock safety latch in car | | | | | | | | | | | | | |
| look both ways when crossing street | | | | | | | | | | | | | |
| cross the street at crosswalk | | | | | | | | | | | | | |
| cross street unaided | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** PERSONAL AND SAFETY

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| wait on red light | | | | | | | | | | | | | |
| demonstrate knowledge of directions from home to school | | | | | | | | | | | | | |
| travel independently on school bus | | | | | | | | | | | | | |
| travel independently on city bus on familiar routes | | | | | | | | | | | | | |
| give parents full name | | | | | | | | | | | | | |
| answer telephone | | | | | | | | | | | | | |
| dial emergency | | | | | | | | | | | | | |
| use pay telephone to contact operator | | | | | | | | | | | | | |
| use pay telephone to call home | | | | | | | | | | | | | |
| call school if absent | | | | | | | | | | | | | |
| follow teacher's directions during fire drill | | | | | | | | | | | | | |
| store tools and toys after using them without directive | | | | | | | | | | | | | |
| use simple tools safely | | | | | | | | | | | | | |
| wipe up spilled liquids without directive | | | | | | | | | | | | | |
| lock doors of his/her home when alone | | | | | | | | | | | | | |
| allow only family or friends into home when alone | | | | | | | | | | | | | |
| behave correctly around appliances | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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SKILL: PERSONAL AND SAFETY

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| safely use hazardous substances | | | | | | | | | | | | | |
| safely use matches and lighters | | | | | | | | | | | | | |
| use elevators/escalators correctly | | | | | | | | | | | | | |
| use automatic doors correctly | | | | | | | | | | | | | |
| avoid dangerous places and things | | | | | | | | | | | | | |
| obey safety rules of job | | | | | | | | | | | | | |
| demonstrate safety when using sharp/pointed objects | | | | | | | | | | | | | |
| react appropriately to emergency situations | | | | | | | | | | | | | |
| demonstrate knowledge of simple first aid | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: PERSONAL AND SAFETY

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

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| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
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| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| state names of members of family unit | | | | | | | | | | | | | |
| list 3 duties carried out by members of family in the home | | | | | | | | | | | | | |
| recognize need for jobs in the home | | | | | | | | | | | | | |
| tell 3 jobs he/she performs in the home | | | | | | | | | | | | | |
| tell what he/she likes about jobs in the home | | | | | | | | | | | | | |
| tell what he/she dislikes about jobs in the home | | | | | | | | | | | | | |
| discuss responsibility of school chores | | | | | | | | | | | | | |
| perform 3 school chores successfully | | | | | | | | | | | | | |
| perform 5 school chores successfully | | | | | | | | | | | | | |
| tell what he/she likes about school chores | | | | | | | | | | | | | |
| tell what he/she dislikes about school chores | | | | | | | | | | | | | |
| give the correct name for occupations of members of the family unit | | | | | | | | | | | | | |
| list 3 duties of family members in their occupations outside the home | | | | | | | | | | | | | |
| select preferred occupation from an appropriate list | | | | | | | | | | | | | |
| relate other types of related jobs to preferred occupations | | | | | | | | | | | | | |
| tell why he/she likes this occupation | | | | | | | | | | | | | |
| tell what occupations he/she would not like from list | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| tell why he/she would not like selected occupation | | | | | | | | | | | | | |
| identify roles of community helpers | | | | | | | | | | | | | |
| describe job functions of community helpers | | | | | | | | | | | | | |
| discuss why community helpers are necessary | | | | | | | | | | | | | |
| identify requirements for community jobs | | | | | | | | | | | | | |
| visit 3 community job sites | | | | | | | | | | | | | |
| tell what he/she likes/dislikes about 2 community jobs | | | | | | | | | | | | | |
| tell 2 things a worker does in 5 different occupations | | | | | | | | | | | | | |
| visit sheltered workshop in community | | | | | | | | | | | | | |
| work on task for edibles | | | | | | | | | | | | | |
| work on task for social approval | | | | | | | | | | | | | |
| work on task for monetary gain | | | | | | | | | | | | | |
| work on task for personal sense of accomplishment | | | | | | | | | | | | | |
| demonstrate a desire to work | | | | | | | | | | | | | |
| demonstrate good work habits | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: CAREER AWARENESS

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

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| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| crawl through obstacle course | | | | | | | | | | | | | |
| walk forwards heel to toe for 6 feet | | | | | | | | | | | | | |
| walk backwards smoothly for 6 feet | | | | | | | | | | | | | |
| walk backwards heel to toe for 6 feet | | | | | | | | | | | | | |
| walk up 5 steps holding rail | | | | | | | | | | | | | |
| walk up 3 steps unassisted | | | | | | | | | | | | | |
| walk down 5 steps holding rail | | | | | | | | | | | | | |
| walk down 3 steps unassisted | | | | | | | | | | | | | |
| climb 3 rungs on step ladder unassisted | | | | | | | | | | | | | |
| climb 5 rungs on step ladder unassisted | | | | | | | | | | | | | |
| walk 10 feet on a 4" balance beam | | | | | | | | | | | | | |
| walk 10 feet on a 2" balance beam | | | | | | | | | | | | | |
| walk backwards 10 feet on a 4" balance beam | | | | | | | | | | | | | |
| walk backwards 10 feet on a 2" balance beam | | | | | | | | | | | | | |
| walk 10 feet on a 2" balance beam carrying 2 1b. weight in each hand. | | | | | | | | | | | | | |
| walk on tip toes across the room | | | | | | | | | | | | | |
| balance on right foot for 5 seconds | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL GROSS MOTOR

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| balance on right foot for 10 seconds | | | | | | | | | | | | | |
| balance on right foot for 30 seconds | | | | | | | | | | | | | |
| balance on left foot for 5 seconds | | | | | | | | | | | | | |
| balance on left foot for 10 seconds | | | | | | | | | | | | | |
| balance on left foot for 30 seconds | | | | | | | | | | | | | |
| jump in place with both feet 2" off the floor | | | | | | | | | | | | | |
| jump in place with both feet 2" off the floor 3 times | | | | | | | | | | | | | |
| hop on left foot 3 times | | | | | | | | | | | | | |
| hop on right foot 3 times | | | | | | | | | | | | | |
| jump forward 10 steps unassisted | | | | | | | | | | | | | |
| jump backwards 5 steps unassisted | | | | | | | | | | | | | |
| broadjump from standing position 12" | | | | | | | | | | | | | |
| broadjump from standing position 24" | | | | | | | | | | | | | |
| jump over string 2" off the floor | | | | | | | | | | | | | |
| skip across the room | | | | | | | | | | | | | |
| jump rope | | | | | | | | | | | | | |
| stand on one foot while blindfolded for 5 seconds | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

55

SKILL: VOCATIONAL GROSS MOTOR

54

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| stand on one foot while blindfolded for 10 seconds | | | | | | | | | | | | | |
| stand on one foot while blindfolded for 20 seconds | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| do knee bend (with straight back) | | | | | | | | | | | | | |
| touch toes with knees slightly bent | | | | | | | | | | | | | |
| pick up 2 lb. object off floor (bend knees, back straight) | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| kick large ball to target | | | | | | | | | | | | | |
| throw large ball to target | | | | | | | | | | | | | |
| catch large ball with both hands (4 out of 5 times) | | | | | | | | | | | | | |
| catch bounced ball (4 out of 5 times) | | | | | | | | | | | | | |
| bounce large ball to partner | | | | | | | | | | | | | |
| throw softball to partner with accuracy (4 out of 5 times) | | | | | | | | | | | | | |
| catch softball (4 out of 5 times) | | | | | | | | | | | | | |
| run and kick large moving ball | | | | | | | | | | | | | |
| do 2 sit-ups with knees slightly bent | | | | | | | | | | | | | |
| do 5 sit-ups with knees slightly bent | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| do 2 push ups with knees on floor | | | | | | | | | | | | | |
| do 5 push ups with knees on floor | | | | | | | | | | | | | |
| hang 2 seconds from horizontal bar bearing weight on arms | | | | | | | | | | | | | |
| hang 10 seconds from horizontal bar bearing weight on arms | | | | | | | | | | | | | |
| reach for object 6" above head while standing | | | | | | | | | | | | | |
| reach for object 6" above head while seated | | | | | | | | | | | | | |
| reach across table for object with left hand and pick it up (while seated) | | | | | | | | | | | | | |
| reach across table for object with right hand and pick it up (while seated) | | | | | | | | | | | | | |
| pick up a 1 lb. weight with right hand while seated and move it to outer limits of reach | | | | | | | | | | | | | |
| pick up a 1 lb. weight with left hand while seated and move it to outer limits of reach | | | | | | | | | | | | | |
| pick up a 2 lb. weight with right hand while seated and move it to outer limits of reach | | | | | | | | | | | | | |
| pick up a 2 lb. weight with left hand while seated and move it to outer limits of reach | | | | | | | | | | | | | |
| lift 5 lb. weight over head while standing | | | | | | | | | | | | | |
| lift 10 lb. weight over head while standing | | | | | | | | | | | | | |
| carry 10 lb. weight across the room | | | | | | | | | | | | | |
| pick up 10 lb. object off floor using correct posture (knees bent, back straight) | | | | | | | | | | | | | |
| stack three 5 lb. objects on pile on the floor (using correct posture) | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| stand and do table work for 15 minutes | | | | | | | | | | | | | |
| stand and do table work for 30 minutes (with break) | | | | | | | | | | | | | |
| stand and do table work for 45 minutes (with break) | | | | | | | | | | | | | |
| stand and do table work for 1-2 hours (with break) | | | | | | | | | | | | | |
| FOR STUDENT IN WHEELCHAIR | | | | | | | | | | | | | |
| set in wheelchair with support | | | | | | | | | | | | | |
| set in wheelchair without support | | | | | | | | | | | | | |
| move freely without falling out of wheelchair | | | | | | | | | | | | | |
| use rocking, or pushing with limbs to move wheelchair | | | | | | | | | | | | | |
| use wheels to move wheelchair | | | | | | | | | | | | | |
| move wheelchair from one point to another on demand | | | | | | | | | | | | | |
| release brakes | | | | | | | | | | | | | |
| set brakes | | | | | | | | | | | | | |
| stop wheelchair on demand | | | | | | | | | | | | | |
| transfer from wheelchair to chair unassisted | | | | | | | | | | | | | |
| transfer from wheelchair to bed unassisted | | | | | | | | | | | | | |
| transfer from chair to wheelchair unassisted | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL GROSS MOTOR

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| transfer from bed to wheelchair unassisted | | | | | | | | | | | | | |
| transfer from wheelchair to toilet unassisted | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL:

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| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| point to 3 colors on request | | | | | | | | | | | | | |
| match 3 colors (red, blue, yellow) | | | | | | | | | | | | | |
| match 6 colors (green, brown, purple) | | | | | | | | | | | | | |
| match 9 colors (white, orange, black) | | | | | | | | | | | | | |
| sort objects by color using 3 colors | | | | | | | | | | | | | |
| sort objects by color using 6 colors | | | | | | | | | | | | | |
| sort objects by color using 9 colors | | | | | | | | | | | | | |
| verbalize name of 3 colors on request* | | | | | | | | | | | | | |
| verbalize name of 6 colors on request | | | | | | | | | | | | | |
| verbalize name of 9 colors on request | | | | | | | | | | | | | |
| volunteer names of colors | | | | | | | | | | | | | |
| sort 50 chips by color with 90% accuracy | | | | | | | | | | | | | |
| name 9 colors correctly in 9 out of ten trials | | | | | | | | | | | | | |
| place 4 items in a row from smallest to largest | | | | | | | | | | | | | |
| place 6 items in a row from smallest to largest | | | | | | | | | | | | | |
| match 4 shapes to picture of same (○ □ △ ◊) | | | | | | | | | | | | | |
| point to 4 shapes on request | | | | | | | | | | | | | |

*students with poor verbalization skills may identify to teacher satisfaction.

OBSERVATIONAL COMMENTS: _____

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**SKILL:** COGNITIVE - VISUAL DISCRIMINATION

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| name 4 shapes on request | | | | | | | | | | | | | |
| match 6 shapes to picture | | | | | | | | | | | | | |
| point to 6 shapes on request | | | | | | | | | | | | | |
| name 6 shapes on request | | | | | | | | | | | | | |
| sort 50 objects by shape by using 3 different shapes with 90% accuracy | | | | | | | | | | | | | |
| sort 50 objects by shape by using 6 different shapes with 90% accuracy | | | | | | | | | | | | | |
| recognize first name | | | | | | | | | | | | | |
| recognize last name | | | | | | | | | | | | | |
| identify cards printed with first, last name | | | | | | | | | | | | | |
| match 2 like objects on request | | | | | | | | | | | | | |
| match object to like picture on request | | | | | | | | | | | | | |
| point to named picture on request | | | | | | | | | | | | | |
| point to big/little objects on request | | | | | | | | | | | | | |
| point to long/short objects on request | | | | | | | | | | | | | |
| tell which object is big/little when asked to compare sized objects | | | | | | | | | | | | | |
| tell which object is long/short when asked to compare sized objects | | | | | | | | | | | | | |
| tell which object is heavy/light when given objects to compare | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** COGNITIVE - VISUAL DISCRIMINATION

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| sort 50 objects by big/little with 90% accuracy | | | | | | | | | | | | | |
| sort 50 objects by long/short with 90% accuracy | | | | | | | | | | | | | |
| sort 50 objects by heavy/light with 90% accuracy | | | | | | | | | | | | | |
| point to like objects that are in the same category (car, bus, truck; pear, apple, banana; etc.) | | | | | | | | | | | | | |
| sort 2 sets of common objects by categories (fruit, toys, tools, etc.) | | | | | | | | | | | | | |
| sort 4 sets of common objects by categories (animals, people, objects on a farm, etc.) | | | | | | | | | | | | | |
| tell why like items belong together | | | | | | | | | | | | | |
| sort 100 items by shape with 90% accuracy | | | | | | | | | | | | | |
| sort 100 items by size with 90% accuracy | | | | | | | | | | | | | |
| place 10 items in order from smallest to largest in 9 out of 10 trials. | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: COGNITIVE - VISUAL DISCRIMINATION

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| match 2 like textures on request (smooth to smooth, rough to rough) | | | | | | | | | | | | | |
| match 6 like textures on request (use matching pieces of carpet, sandpaper, fabric, etc.) | | | | | | | | | | | | | |
| sort 6 objects by texture | | | | | | | | | | | | | |
| sort 6 objects by texture (with blindfold on) | | | | | | | | | | | | | |
| pick 3 matching fabric swatches from "feeling box" without looking. | | | | | | | | | | | | | |
| pick out 3 pairs of objects from "feeling box" without looking (blocks, cotton balls, toys, etc.) | | | | | | | | | | | | | |
| match pieces of fine, medium and course sandpaper | | | | | | | | | | | | | |
| match pieces of fine, medium and course sandpaper while blindfolded | | | | | | | | | | | | | |
| * (table top is ..... towel is rough) verbalize name of smooth/rough objects on request | | | | | | | | | | | | | |
| verbalize name of hard/soft objects on request | | | | | | | | | | | | | |
| volunteer word for texture (hard/soft, rough/smooth) | | | | | | | | | | | | | |
| sort 10 objects by hard/soft when blindfolded with 90% accuracy | | | | | | | | | | | | | |
| sort 10 objects by rough/smooth when blindfolded with 90% accuracy | | | | | | | | | | | | | |
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*students with poor verbalization skills may identify to teacher satisfaction.

OBSERVATIONAL COMMENTS: _____

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| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
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| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| imitate movement of pointing up/down | | | | | | | | | | | | | |
| point to up/down on request | | | | | | | | | | | | | |
| *verbalize up/down correctly (4 out of 5 times) | | | | | | | | | | | | | |
| imitate movement of placing objects on top/bottom | | | | | | | | | | | | | |
| point to top/bottom on request | | | | | | | | | | | | | |
| *verbalize top/bottom correctly (4 out of 5 times) | | | | | | | | | | | | | |
| imitate movement of placing objects over/under | | | | | | | | | | | | | |
| point to over/under on request | | | | | | | | | | | | | |
| *verbalize over/under correctly (4 out of 5 times) | | | | | | | | | | | | | |
| imitate movement of placing objects in/out | | | | | | | | | | | | | |
| point to in/out on request | | | | | | | | | | | | | |
| *verbalize in/out correctly (4 out of 5 times) | | | | | | | | | | | | | |
| imitates movement by placing object, above/below | | | | | | | | | | | | | |
| point to above/below on request | | | | | | | | | | | | | |
| *verbalize above/below correctly (4 out of 5 times) | | | | | | | | | | | | | |
| imitate movement by pointing to objects near/far | | | | | | | | | | | | | |
| point to near/far on request | | | | | | | | | | | | | |

*students with poor verbalization skills may identify to teacher's satisfaction.

OBSERVATIONAL COMMENTS: _____

**SKILL:** COGNITIVE - DIRECTIONAL SKILL

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *verbalize near/far correctly (4 out of 5 times) | | | | | | | | | | | | | |
| point to left hand on request | | | | | | | | | | | | | |
| point to left foot on request | | | | | | | | | | | | | |
| point to right hand on request | | | | | | | | | | | | | |
| point to right foot on request | | | | | | | | | | | | | |
| turn body to left/right on command | | | | | | | | | | | | | |
| pick up objects with left hand on command | | | | | | | | | | | | | |
| pick up objects with right hand on command | | | | | | | | | | | | | |
| volunteer use of left/right term correctly | | | | | | | | | | | | | |
| master concept of left/right with 90% accuracy | | | | | | | | | | | | | |
| master concept of directions (up/down, near/far, etc.) with 90% accuracy | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
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| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
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| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
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| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| scribbles | | | | | | | | | | | | | |
| trace simple patterns using pencil (lines/circles) | | | | | | | | | | | | | |
| copy first name using pattern | | | | | | | | | | | | | |
| copy last name using pattern | | | | | | | | | | | | | |
| copy alphabet | | | | | | | | | | | | | |
| copy numerals (1 - 10) | | | | | | | | | | | | | |
| copy birthdate | | | | | | | | | | | | | |
| copy address | | | | | | | | | | | | | |
| copy phone number | | | | | | | | | | | | | |
| write first name without pattern | | | | | | | | | | | | | |
| write last name without pattern | | | | | | | | | | | | | |
| write alphabet without pattern | | | | | | | | | | | | | |
| write numerals (1 to 10) without pattern | | | | | | | | | | | | | |
| place 5 pegs in pegboard following pattern | | | | | | | | | | | | | |
| copy pegboard pattern using 10 to 15 pegs | | | | | | | | | | | | | |
| string 3 colored beads to match pattern | | | | | | | | | | | | | |
| string 6 colored beads to match pattern | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** COGNITIVE - COPYING SKILLS

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| copy complex pegboard pattern (over 20 pegs) | | | | | | | | | | | | | |
| copy parquet pattern using 2 blocks | | | | | | | | | | | | | |
| copy parquet pattern using 4 blocks | | | | | | | | | | | | | |
| copy 3 different parquet patterns using 2 blocks | | | | | | | | | | | | | |
| copy 3 different parquet patterns using 4 blocks | | | | | | | | | | | | | |
| assemble 2 pieces of tinkertoys following pattern | | | | | | | | | | | | | |
| assemble 6 piece tinkertoy project following pattern | | | | | | | | | | | | | |
| copy 4 basic shapes (○ □ △ ◇) | | | | | | | | | | | | | |
| draw 4 basic shapes on request | | | | | | | | | | | | | |
| master writing name (100% accuracy) | | | | | | | | | | | | | |
| master writing address (100% accuracy) | | | | | | | | | | | | | |
| master writing phone number (100% accuracy) | | | | | | | | | | | | | |
| master writing alphabet correctly in 4 out of 5 trials | | | | | | | | | | | | | |
| master stringing 10 beads to match pattern (4 out of 5 trials) | | | | | | | | | | | | | |
| master copying complex pegboard pattern (4 out of 5 trials) | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

**SKILL:** COGNITIVE - COPYING SKILLS

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| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

## VOCATIONAL SKILL COMPETENCIES NEEDED FOR SHELTERED EMPLOYMENT

The following pages are to be used in the prevocational and vocational training classes for secondary severely handicapped students.

Skill Section I contains the skills needed for Day Care Center Placement

Skill Section II contains the skills needed for Work Activity Center Placement

Skill Section III contains the skills needed for Sheltered Workshop Placement

Teachers can use the predicted placement level based on the student's vocational assessment results to determine which section the student should be working in. (Individual students may be rated at different levels for different skill areas, consequently, more than one section may have to be used.)

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANIPULATIVE SKILLS | | | | | | | | | | | | | |
| grasp and hold large size objects | | | | | | | | | | | | | |
| grasp and hold medium size objects | | | | | | | | | | | | | |
| grasp and hold small size objects | | | | | | | | | | | | | |
| transfer large size objects from one hand to another | | | | | | | | | | | | | |
| transfer medium size objects from one hand to another | | | | | | | | | | | | | |
| transfer small size objects from one hand to another | | | | | | | | | | | | | |
| pick up large size pegs and place in pegboard | | | | | | | | | | | | | |
| pick up medium size pegs and place in pegboard | | | | | | | | | | | | | |
| pick up small size pegs and place in pegboard | | | | | | | | | | | | | |
| pick up large size multi-shape items | | | | | | | | | | | | | |
| pick up medium size multi-shape items | | | | | | | | | | | | | |
| pick up small size multi-shape items | | | | | | | | | | | | | |
| pick up large size multi-shape items and place in shape board | | | | | | | | | | | | | |
| pick up medium size multi-shape items and place in shape board | | | | | | | | | | | | | |
| pick up small size multi-shape items and palce in shape board | | | | | | | | | | | | | |
| turn large bolts/nuts counter clockwise (to the left) to loosen | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

**SKILL:** VOCATIONAL SKILL COMPETENCIES NEEDED FOR DAY CARE CENTER PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| turn medium bolts/nuts counter clockwise (to the left) to loosen | | | | | | | | | | | | | |
| turn small bolts/nuts counter clockwise (to the left) to loosen | | | | | | | | | | | | | |
| turn large bolts/nuts clockwise (to the right) to tighten | | | | | | | | | | | | | |
| turn medium bolts/nuts clockwise (to the right) to tighten | | | | | | | | | | | | | |
| turn small bolts/nuts clockwise (to the right) to tighten | | | | | | | | | | | | | |
| MOTOR CONTROL | | | | | | | | | | | | | |
| stack two large size objects on top of each other | | | | | | | | | | | | | |
| stack four large size objects on top of each other | | | | | | | | | | | | | |
| stack six large size objects on top of each other | | | | | | | | | | | | | |
| stack two medium size objects on top of each other | | | | | | | | | | | | | |
| stack four medium size objects on top of each other | | | | | | | | | | | | | |
| stack six medium size objects on top of each other | | | | | | | | | | | | | |
| stack two small size objects on top of each other | | | | | | | | | | | | | |
| stack four small size objects on top of each other | | | | | | | | | | | | | |
| stack six small size objects on top of each other | | | | | | | | | | | | | |
| string large size items | | | | | | | | | | | | | |
| string medium size items | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| string small size items | | | | | | | | | | | | | |
| WORK/TASK ENDURANCE | | | | | | | | | | | | | |
| fill pegboard with 10 items | | | | | | | | | | | | | |
| fill pegboard with 20 items | | | | | | | | | | | | | |
| fill pegboard with 40 items | | | | | | | | | | | | | |
| fill pegboard with 60 items | | | | | | | | | | | | | |
| fill pegboard with 80 items | | | | | | | | | | | | | |
| fill pegboard with 100 items | | | | | | | | | | | | | |
| place and tighten down 10 large size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 20 large size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 10 medium size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 20 medium size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 10 small size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 20 small size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| WORK BEHAVIOR | | | | | | | | | | | | | |
| attend to a task for 5 minutes | | | | | | | | | | | | | |
| attend to a task for 10 minutes | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| attend to a task for 15 minutes | | | | | | | | | | | | | |
| attend to a task under continual supervision | | | | | | | | | | | | | |
| attend to a task under interval supervision | | | | | | | | | | | | | |
| attend to a task under minimal supervision | | | | | | | | | | | | | |
| attend to a task independently | | | | | | | | | | | | | |
| work productively on a task for 5 minutes | | | | | | | | | | | | | |
| work productively on a task for 10 minutes | | | | | | | | | | | | | |
| work productively on a task for 15 minutes | | | | | | | | | | | | | |
| work productively on a task under continual supervision | | | | | | | | | | | | | |
| work productively on a task under interval supervision | | | | | | | | | | | | | |
| work productively on a task under minimal supervision | | | | | | | | | | | | | |
| work productively on a task independently | | | | | | | | | | | | | |
| WORK SKILLS/PRODUCTION | | | | | | | | | | | | | |
| match or sort items of one variable at a rate of 10% compared to normal population | | | | | | | | | | | | | |
| match or sort items of two variables (objects are different on two dimensions such as shape and size) | | | | | | | | | | | | | |
| match or sort items of two variables at a rate of 10% as compared to normal population | | | | | | | | | | | | | |
| perform a one variable assembly involving two parts | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

**SKILL:** VOCATIONAL SKILL COMPETENCIES NEEDED FOR DAY CARE CENTER PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| perform a one variable assembly at a production rate of 10% of normal production | | | | | | | | | | | | | |
| perform a two variable assembly involving three parts | | | | | | | | | | | | | |
| perform a two variable assembly at a production rate of 10% of normal production | | | | | | | | | | | | | |
| INSTRUCTION CONSIDERATIONS | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving one variable after 1 trial instruction | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving one variable after 3 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving one variable after 5 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving one variable after 10 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving one variable after 15+ trial instructions | | | | | | | | | | | | | |
| learn new job tasks through "non-verbal" manipulation instructional method | | | | | | | | | | | | | |
| learn new job tasks through teacher-student demonstration instructional method | | | | | | | | | | | | | |
| learn new job tasks through verbal instruction | | | | | | | | | | | | | |
| learn new job tasks effectively in a one-to-one situation | | | | | | | | | | | | | |
| learn new job tasks effectively in a one-to-two situation | | | | | | | | | | | | | |
| learn new job tasks effectively in a small group | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANIPULATIVE SKILLS | | | | | | | | | | | | | |
| pick up large size item employing a hand tool such as pliers, etc. | | | | | | | | | | | | | |
| pick up medium size item employing a hand tool such as pliers, etc. | | | | | | | | | | | | | |
| pick up small size item employing a hand tool such as pliers, etc. | | | | | | | | | | | | | |
| pick up large size items employing a hand tool and place in designated area | | | | | | | | | | | | | |
| pick up medium size items employing a hand tool and place in designated area | | | | | | | | | | | | | |
| pick up small size items employing a hand tool and place in designated area | | | | | | | | | | | | | |
| turn large bolts/nuts counter clockwise to loosen employing a hand tool | | | | | | | | | | | | | |
| turn medium size bolts/nuts counter clockwise to loosen employing a hand tool | | | | | | | | | | | | | |
| turn small size bolts/nuts counter clockwise to loosen employing a hand tool | | | | | | | | | | | | | |
| turn large size bolts/nuts clockwise to tighten employing a hand tool | | | | | | | | | | | | | |
| turn medium size bolts/nuts clockwise to tighten employing a hand tool | | | | | | | | | | | | | |
| turn small size bolts/nuts clockwise to tighten employing a hand tool | | | | | | | | | | | | | |
| MOTOR CONTROL SKILLS | | | | | | | | | | | | | |
| stack 2 large size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 4 large size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 6 large size objects on top of each other employing a hand tool | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL SKILL COMPETNECIES NEEDED FOR WORK ACTIVITY CENTER PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| stack 2 medium size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 4 medium size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 6 medium size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 2 small size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 4 small size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| stack 6 small size objects on top of each other employing a hand tool | | | | | | | | | | | | | |
| string large size items employing a hand tool | | | | | | | | | | | | | |
| string medium size items employing a hand tool | | | | | | | | | | | | | |
| string small size items employing a hand tool | | | | | | | | | | | | | |
| WORK ENDURANCE SKILLS | | | | | | | | | | | | | |
| place and tighten down 30 large size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 45 large size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 60 large size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 30 medium size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 45 medium size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 60 medium size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 30 small size bolts/nuts by hand on a board | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL SKILL COMPETENCIES NEEDED FOR WORK ACTIVITY CENTER PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| place and tighten down 45 small size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| place and tighten down 60 small size bolts/nuts by hand on a board | | | | | | | | | | | | | |
| WORK BEHAVIOR SKILLS | | | | | | | | | | | | | |
| attend to a task for 20 minutes | | | | | | | | | | | | | |
| attend to a task for 30 minutes | | | | | | | | | | | | | |
| attend to a task for 45 minutes | | | | | | | | | | | | | |
| attend to a task for 60 minutes | | | | | | | | | | | | | |
| attend to a task under continual supervision | | | | | | | | | | | | | |
| attend to a task under interval supervision | | | | | | | | | | | | | |
| attend to a task under minimal supervision | | | | | | | | | | | | | |
| attend to a task independently | | | | | | | | | | | | | |
| work productively on a task for 20 minutes | | | | | | | | | | | | | |
| work productively on a task for 30 minutes | | | | | | | | | | | | | |
| work productively on a task for 45 minutes | | | | | | | | | | | | | |
| work productively on a task for 60 minutes | | | | | | | | | | | | | |
| work productively on a task under continual supervision | | | | | | | | | | | | | |
| work productively on a task under interval supervision | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| work productively on a task under minimal supervision | | | | | | | | | | | | | |
| work productively on a task independently | | | | | | | | | | | | | |
| work productively isolated from environmental distractions | | | | | | | | | | | | | |
| work productively in general classroom environments | | | | | | | | | | | | | |
| work productively when apart from classmates | | | | | | | | | | | | | |
| work productively in small groups | | | | | | | | | | | | | |
| work productively in large size groups | | | | | | | | | | | | | |
| WORK SKILLS/PRODUCTION SKILLS | | | | | | | | | | | | | |
| match or sort items involving two variables at a production rate 25% of normal | | | | | | | | | | | | | |
| match or sort items involving two variables at a production rate 50% of normal | | | | | | | | | | | | | |
| match or sort items involving two variables at a production rate 75% of normal | | | | | | | | | | | | | |
| match or sort items involving three variables at a production rate 25% of normal | | | | | | | | | | | | | |
| match or sort items involving three variables at a production rate 50% of normal | | | | | | | | | | | | | |
| match or sort items involving three variables at a production rate 75% of normal | | | | | | | | | | | | | |
| match or sort items involving five variables at a production rate 25% of normal | | | | | | | | | | | | | |
| match or sort items involving five variables at a production rate 50% of normal | | | | | | | | | | | | | |
| match or sort items involving five variables at a production rate 75% of normal | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| match or sort items involving a multi variable at a production rate 25% of normal | | | | | | | | | | | | | |
| match or sort items involving a multi variable at a production rate 50% of normal | | | | | | | | | | | | | |
| match or sort items involving a multi variable at a production rate 75% of normal | | | | | | | | | | | | | |
| perform a one variable assembly at a production rate 25% of normal | | | | | | | | | | | | | |
| perform a one variable assembly at a production rate 50% of normal | | | | | | | | | | | | | |
| perform a one variable assembly at a production rate 75% of normal | | | | | | | | | | | | | |
| perform a three variable assembly at a production rate 25% of normal | | | | | | | | | | | | | |
| perform a three variable assembly at a production rate 50% of normal | | | | | | | | | | | | | |
| perform a three variable assembly at a production rate 75% of normal | | | | | | | | | | | | | |
| perform a five variable assembly at a production rate 25% of normal | | | | | | | | | | | | | |
| perform a five variable assembly at a production rate 50% of normal | | | | | | | | | | | | | |
| perform a five variable assembly at a production rate 75% of normal | | | | | | | | | | | | | |
| perform an assembly involving multi variables at a production rate 25% of normal | | | | | | | | | | | | | |
| perform an assembly involving multi variables at a production rate 50% of normal | | | | | | | | | | | | | |
| perform an assembly involving multi variables at a production rate 75% of normal | | | | | | | | | | | | | |
| perform assembly task involving hands | | | | | | | | | | | | | |
| perform assembly task involving tools | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL SKILL COMPETENCIES NEEDED FOR WORK ACTIVITY CENTER PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| INSTRUCTIONAL CONSIDERATIONS | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving two variables after 1 trial instruction | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving two variables after 3 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving two variables after 5 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving two variables after 10 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving two variables after 15+ trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving three variables after 1 trial instruction | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving three variables after 3 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving three variables after 10 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving three variables after 15+ trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving multi variables after 5 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving multi variables after 10 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving multi variables after 15 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving multi variables after 20 trial instructions | | | | | | | | | | | | | |
| learn to minimum proficiency, new job tasks involving multi variables after 25+ trial instructions | | | | | | | | | | | | | |
| learn new job tasks best through "non-verbal" manipulation instructional methods | | | | | | | | | | | | | |
| learn new job tasks best through teacher-student demonstration instructional methods | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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**SKILL:** VOCATIONAL SKILL COMPETENCIES NEEDED FOR WORK ACTIVITY CENTER PLACEMENT

113



114

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| learn new job tasks best through verbal instructional methods | | | | | | | | | | | | | |
| learn new job tasks effectively in a one-to-one teaching situation | | | | | | | | | | | | | |
| learn new job tasks effectively in a two-to-one teaching situation | | | | | | | | | | | | | |
| learn new job tasks effectively in a small group teaching situation | | | | | | | | | | | | | |
| learn new job tasks effectively in a large group teaching situation | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL SKILL COMPETENCIES NEEDED FOR WORK ACTIVITY CENTER PLACEMENT

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
| | | | | | | | | | | | | |

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 - 10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANIPULATIVE SKILLS | | | | | | | | | | | | | |
| demonstrate effective hand manipulative skills involving the movement of physical items | | | | | | | | | | | | | |
| demonstrate effective hand manipulative skills involving the use of hand tools | | | | | | | | | | | | | |
| demonstrate effective hand manipulative skills involving the use of power tools | | | | | | | | | | | | | |
| demonstrate effective hand manipulative skills involving hand tools use & their relationships with physical items | | | | | | | | | | | | | |
| MOTOR CONTROL SKILLS | | | | | | | | | | | | | |
| pick up small pins by hand & place in designated area | | | | | | | | | | | | | |
| pick up small pins employing a hand tool and place in designated area | | | | | | | | | | | | | |
| place and turn small screws employing a hand tool | | | | | | | | | | | | | |
| WORK ENDURANCE SKILLS | | | | | | | | | | | | | |
| demonstrate the ability to work at task for 60 minutes without visible fatigue | | | | | | | | | | | | | |
| demonstrate the ability to work at task for 90 minutes without visible fatigue | | | | | | | | | | | | | |
| demonstrate the ability to work at task for 120 minutes without visible fatigue | | | | | | | | | | | | | |
| WORK BEHAVIOR SKILLS | | | | | | | | | | | | | |
| attend to a task for 60 minutes | | | | | | | | | | | | | |
| attend to a task for 90 minutes | | | | | | | | | | | | | |
| attend to a task for 120 minutes | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

**SKILL:** VOCATIONAL SKILL COMPETENCIES NEEDED FOR SHELTERED WORKSHOP PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| work productively on a task for 60 minutes | | | | | | | | | | | | | |
| work productively on a task for 90 minutes | | | | | | | | | | | | | |
| work productively on a task for 120 minutes | | | | | | | | | | | | | |
| go to work station without prompting | | | | | | | | | | | | | |
| start work without prompting | | | | | | | | | | | | | |
| stop working at appropriate times | | | | | | | | | | | | | |
| keep work station area neat and clean | | | | | | | | | | | | | |
| respond appropriately to safety factors in regards to various work tasks | | | | | | | | | | | | | |
| continue to work alone without supervision | | | | | | | | | | | | | |
| continue to work with fellow workers without supervision | | | | | | | | | | | | | |
| contact supervision when in need of help | | | | | | | | | | | | | |
| contact supervision when out of materials | | | | | | | | | | | | | |
| contact supervision when finished with job | | | | | | | | | | | | | |
| contact supervision for personal needs | | | | | | | | | | | | | |
| intitiate contact with peers appropriately | | | | | | | | | | | | | |
| demonstrate good disposition & relations with peers | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL SKILL COMPETENCIES NEEDED FOR SHELTERED WORKSHOP PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WORK SKILL/PRODUCTION SKILLS | | | | | | | | | | | | | |
| demonstrate understanding of production process | | | | | | | | | | | | | |
| demonstrate understanding of hand tools | | | | | | | | | | | | | |
| demonstrate understanding of power tools | | | | | | | | | | | | | |
| complete repetitive task with an error factor of one error per 50 products | | | | | | | | | | | | | |
| complete repetitive task with an error factor of one error per 40 products | | | | | | | | | | | | | |
| complete repetitive task with an error factor of one error per 20 products | | | | | | | | | | | | | |
| complete repetitive task with an error factor of one error per 10 products | | | | | | | | | | | | | |
| increase product production when asked by supervisor | | | | | | | | | | | | | |
| increase product production on own | | | | | | | | | | | | | |
| demonstrate an overall production rate at 25% of normal on simple work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 50% of normal on simple work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 75% of norman on simple work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 25% of normal on intermediate work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 50% of normal on intermediate work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 75% of normal on intermediate work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 25% of normal on difficult work tasks | | | | | | | | | | | | | |

OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL SKILL COMPETENCIES NEEDED FOR SHELTERED WORKSHOP PLACEMENT

| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| demonstrate an overall production rate at 50% of normal on difficult work tasks | | | | | | | | | | | | | |
| demonstrate an overall production rate at 75% of normal on difficult work tasks | | | | | | | | | | | | | |
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OBSERVATIONAL COMMENTS: _____

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SKILL: VOCATIONAL SKILL COMPETENCIES NEEDED FOR SHELTERED WORKSHOP PLACEMENT

**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

**Directions:** Provided are eleven columns representing eleven academic years. In the first empty column to the left write the date of evaluation at the top and check all appropriate behaviors that describe the student's learning modality.

| | MODE OF LEARNING | DATE | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
| | *student learns through teacher-student demonstration of task* | | | | | | | | | | | |
| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
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**Mode of Learning:** A record of learning behavior designed to provide information about the student's ability to acquire new skills is a vital part of a student profile. This record provides guidelines to the non-special education teachers and potential employers as to the most effective means in providing instruction and training to obtain maximum learning.

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *TEACHING INSTRUCTION* | *student learns through manipulation of a task* | | | | | | | | | | | |
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| | *student learns through two or three dimentional examples of task* | | | | | | | | | | | |
| | *student learns through verbal instruction or directions* | | | | | | | | | | | |
| *ACQUISITION OF SKILLS* | *student takes one trial to learn one or two variable task* | | | | | | | | | | | |
| | *student takes three trials to learn one or two variable task* | | | | | | | | | | | |
| | *student takes five or more trials to learn one or two variable task* | | | | | | | | | | | |
| *INDIVIDUAL OR GROUP LEARNING PATTERN* | *student only learns activity in one to one teacher training* | | | | | | | | | | | |
| | *student learns task in groups of two to one teacher* | | | | | | | | | | | |
| | *student learns task in groups of four or more to one teacher* | | | | | | | | | | | |
| | *student learns from modeling peer behavior* | | | | | | | | | | | |
| | *student learns independently* | | | | | | | | | | | |
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| The student will: | Ages 0 - 2 | Ages 3 - 4 | Ages 5 - 6 | Ages 7 - 8 | Ages 9 -10 | Ages 11-12 | Ages 13-14 | Ages 15-16 | Ages 17-18 | Ages 19-20 | Ages 21-22 | Signature of Person Assessing | Mastery Date |
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OBSERVATIONAL COMMENTS: _____

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SKILL: 131